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ABSTRACT

As part of the evaluation scheme of the University of South Florida's College of Education Early Intervention Program, a followup study was conducted with 25 graduates of the program (1970-73). Ss responses to a followup scale provided information on changes in their professional aspirations, development, and involvement and on their retrospective appraisal of the university's program and content. A questionnaire completed by a site visitor provided supplementary information. Data showed an upward shift in Ss professional aspirations, involvement with professional organizations, and involvement with parents, other teachers, and the community after graduation from the program. Retrospective appraisal by graduates revealed that the program needed more emphasis on community involvement, parent organizations, and workshops but had provided adequate work in early childhood, exceptional child education, and fieldwork. Educational content areas included in the program (such as cognitive development and communication skills) were all considered important. Data gathered from the questionnaire revealed that the majority of graduates were working with children directly in the classroom and were in racially mixed settings with heterogeneous groups of children. Students suggested that training be expanded in such areas as cultural pluralism, children with learning and behavior problems, and development of listening skills among teachers and children. (LC)

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FOLLOW-UP STUDY

Early Intervention Program

Contract No. OEG 0-70-1816 (7251)

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March 1974

The study reported herein was conducted pursuant to a training contract with BEPD, Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Point of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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EC 070369

FORWARD

The study reported here was a part of a training program sponsored by U.S. Office of Education and University of South Florida now in progress in the College of Education, University of South Florida, Tampa.

I wish to thank Dr. Joan Duval, U.S.O.E. for her continuous support for the project during its crucial moments. Without her support the State of Florida would have been short of one-hundred and six well trained teachers at a time of racial mixing when such teachers were needed the most.

For the information provided in the report, I am indebted to my graduate students. They are Emma Belcher, Richard Boeckl, Lois Bowers, Susan Brett, Hilda Bridges, Lynne Cashon, Retha Cooper, Frances Deak, Linda Denison, Susan Goodall, Virginia Gresham, Helen Kennedy, June McCormick, Michael Phillips, Paul Rich, Daniel Richard, Watts Sanderson, Roberta Sandler, Debra Simcox, Martha Sorenson, Deborah Thompson, Susan Turner, Frances Worden, and Marjorie Wynn.

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College of Education
University of South Florida
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PURPOSE

A follow-up study was conducted for teachers trained (1970-73) under the Education Professional Development Act of 1967 at the University of South Florida in Tampa, Florida.* The original plan for the current study was formulated as part of the operational model of evaluation scheme (App. A, Ph. III, St. II). The study was conducted within the framework of the following assumptions.

Underlying Assumptions:

Assumption #1: (A) Comparative analysis of (past/present/future) employment situation could provide level of satisfaction or dissatisfaction and also may reflect the level of positive or negative identification with employment.

(B) Comparative analysis of (past/present/future) hopes about the profession can reflect satisfaction and/or dissatisfaction with employment and the levels of identification.

Assumption #2: Teachers cannot live in an isolated context and also develop professionally. Therefore, involvement with professional organizations may reflect professional growth.

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*The details of this training program are available upon request from Dr. S. P. Singh, Project Director, College of Education, University of South Florida or through Dr. Joan Duval, U.S. Office of Education, Washington, D.C.

Assumption #3: Teachers' primary role has been to work with children in the classroom. However, there is an increasing amount of evidence that involvement with parents, teachers, community, etc., in addition to classroom activities is an inseparable role for teachers. Therefore, involvement with parents, teachers, and community may reflect the incorporation of a necessary ingredient among teachers' professional growth.

Assumption #4: Teachers' retrospect comparison of areas of training program and its importance on the job could provide a bases for future program modification.

Assumption #5. Various content areas related to cognitive, perceptual and motor development, communication skills, emotional and social development, behavior modification and procedures for establishing rapport with children are essential tools for effective teaching, therefore, would be considered extremely important by respondents.

Assumption #6: Teaching and learning is an interwoven phenomenon which operates within its environmental context in a given time and space. Due to the integration process at the political and societal level and evidence established by some educational research in real life situations (schools) the response of graduates will indicate the nature of classroom as heterogeneous rather than homogeneous.

Assumption #7: On-site visitation gives researchers a chance to act as non-reactive participant observer and to observe the real context, therefore, would substantiate information provided by graduates on Follow-Up Scale (Appendix C).

To conduct the field study on the basis of the above assumptions, the following criterion for each assumption and procedures for assessing them (see Follow-Up Scale Appendix C) were established.

Criterion #1: Any shift of response above Level Five on a nine point ladder and below Four will determine the level of positive or negative significance of:
(a) personal satisfaction or dissatisfaction and
(b) professional satisfaction or dissatisfaction with present employment in comparison with past and future.

Criterion #2: The level of shift to moderate to high or low to none with professional organizations will determine the level of growth before entering the program after graduation.

Criterion #3: The level of shift to moderate to high or low to none with parents, teachers, and community before and after graduation will determine the level of professional involvement.

Criterion #4: Discrepancies of more than sixty per cent in twelve areas considered important as perceived by students in the training program and considered important on-the-job will determine the relevancy and meaningfulness of the training program.

Criterion #5. The level of appraisal at the level of four and five or two and one on a five point scale by the students in regard to activities related to cognitive, perceptual, communication, emotional and social development, behavior modification, procedures for establishing rapport will determine the importance or non-importance of the activities.

Criterion #6: Ninety per cent response in favor and/or against will determine whether environmental context does or does not provide integrated classroom and heterogeneous grouping in real life situations.

Criterion #7: Direct quotes, suggestions and observation report of the research associate on Observation and Interview Follow-Up Questionnaire (Appendix B) will substantiate or negate general response of graduates on Follow-Up Scale (Appendix C).

Instrument.

Two instruments, one questionnaire and one scale were developed to test the criteria established on pages 1-5 (see Appendices B and C). The items on Follow-Up Scale included: professional aspirations, professional development, professional involvement, program appraisal, and content appraisal.* The questionnaire was used to collect information by site visitor (research associate) which included items related to descriptive data, data related to environmental context, open-ended questions and outline for general site observation.

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*General directions for the scale were prepared in a relatively least connotative format.

SAMPLE

One hundred six graduate students of 1970-73 were grouped in four categories (1) Fellow Experienced (student with certification and U.S.O.E. Fellowship); (2) Fellow Prospective (student with non-education degree and U.S.O.E. Fellowship); (3) Non-Fellow Experienced (student with certification and without U.S.O.E. Fellowship); (4) Non-Fellow Prospective (student with non-education degree and without U.S.O.E. Fellowship). A total of twenty-five graduates were randomly selected (see Table 1). The study was limited to the graduates currently residing in the State of Florida. Out of twenty-five graduates, eight were located outside Tampa. Figure 1 shows the location and extent of the eight cities represented in this study. The job title, position held, age of the clientele and level of involvement of graduates chosen for the study is shown in Table 1B.

GENERAL PROCEDURE

All 25 randomly selected students were notified by mail the general intent of the follow-up study (see Appendix D). An outline format for scheduling a time for visitation was also mailed (see Appendix E). Immediate supervisors, wherever necessary, were also contacted to confirm the visitation dates. Following the preliminary contact work, a research associate made the visitation and collected information with the help of participating graduates. At this time graduates were given Scale One (Appendix C) which was mailed by the graduates to the University of South Florida.

TABLE 1

Random Sample Graduate Classification

	Fellows				Non-Fellows				Total	
	Experienced		Prospective		Experienced		Prospective			
	A*	C**	A	C	A	C	A	C	A	C
1970	18	(3)	14	(3)	7	(2)	4	(1)	43	(9)
1971	11	(2)	14	(3)	3	(1)	4	(2)	37	(8)
1972	8	(4)	5	(2)	1	(0)	1	(0)	15	(6)
1973	4	(0)	4	(1)	1	(1)	2	(0)	11	(2)
Totals	41	(9)	37	(9)	17	(4)	11	(3)	106	(25)

*A - Number of Graduates
**C - Number of Graduates randomly chosen.

Geographical Location of Graduates

Figure 1

TABLE 1B

Job Description of 25 Graduates Chosen for the Study

	Title	Position				Grade Level	Involvement	
		Classroom Teacher	Resource Teacher	Specialist	Administrator		Direct	Indirect
1	optometrist-visual learning disabilities			*		3-6	*	
2	teacher	*				1	*	
3	specific learning disabilities resource teacher		*			K-5	*	
4	teacher	*				1	*	
5	educational diagnostician			*		K		*
6	educational diagnostician			*		K		*
7	teacher	*				4-5	*	
8	teacher/migrants	*				preschool	*	
9	teacher/emotionally disturbed		*			K-12	*	
10	teacher & director, day care center	*			*	preschool	*	
11	coordinator, early childhood migrants			*	*	preschool		*
12	curriculum reading specialist supervisor			*	*	K-2		*
13	teacher/learning disabilities school	*				1-4	*	
14	teacher	*				2-3	*	
15	learning disabilities resource teacher		*			---	*	
16	teacher/headstart	*				preschool	*	
17	teacher	*				K-1	*	
18	teacher/Nature's Classroom			*		6	*	
19	Dean/junior high school				*	7		*
20	counselor/drug education			*		10-12		*
21	reading specialist			*		1-2	*	
22	emotionally disturbed resource teacher		*			K-5	*	
23	teacher/educable mentally retarded	*				10+	*	
24	specific learning disabilities resource teacher		*			K-5	*	
25	not currently employed	-	-	-	-	---	-	-
		10	5	8	4		18	6

CONCLUSION AND RECOMMENDATION

Conclusions Based on Information Gathered on Follow-Up Scale (1)

Out of twenty-five, twenty-one graduates returned their Scale. The results revealed the following.

(1) Professional Aspirations (Criterion 1. A, B)

The graduates were asked to rate their employment situation on a scale as outlined in Appendix C. There were six following questions on which the responses were recorded (Table 2). Question One, "Where on the ladder do you feel you personally stand at the present time?" There were eighteen responses between 5 and 9 and three between 4 and 1. Question Two, "Where on the ladder would you say you stood one year before entering the program?" There were fourteen responses between 5 and 9, four between 4 and 1, and three no response. Question Three, "Where on the ladder would you say you will stand five years from now?" There were twenty responses between 5 and 9, none between 4 and 1 and one no response. Question Four, "Where would you put your profession on the ladder at the present time?" There were seventeen responses between 5 and 9, three between 4 and 1, and one no response. Question Five, "Where did your profession stand one year before entering the program?" There were fifteen responses between 5 and 9, five between 4 and 1, and one no response. Question Six, "Where do you think your profession will be on the ladder five years from now?" There were eighteen responses between 5 and 9, one response between 4 and 1, and two no response.

The above information is indicative of upward shift towards professional aspirations both in regards to personal hope and professional situation.

TABLE 2

PROFESSIONAL ASPIRATIONS

Level of Response	Response on Questions*											
	#1 (N-21)		#2 (N-21)		#3 (N-21)		#4 (N-21)		#5 (N-21)		#6 (N-21)	
1	1		0		0		1		0		0	
2	0	3	1	4	0	0	0	3	1	5	0	1
3	1		3		0		0		4		1	
4	1		0		0		2		0		0	
5	0		9		0		1		3		1	
6	6		1		0		3		5		0	
7	7	18	2	14	4	20	6	17	5	15	2	18
8	3		2		7		3		1		6	
9	2		0		9		4		1		9	
No Response	0		3		1		1		1		2	

*General directions for professional aspiration scale were as follows:

Table 2 (cont'd)

Directions:

Here is a picture of a ladder. Suppose that the top of the ladder (step 9) represents the best possible employment situation for you, and the bottom (step 1) represents the worst possible employment situation.

1. Where on the ladder do you feel you personally stand <u>at the present time</u>? Step number _____.

2. Where on the ladder would you say you stood <u>one year before entering the program</u>? Step number _____.

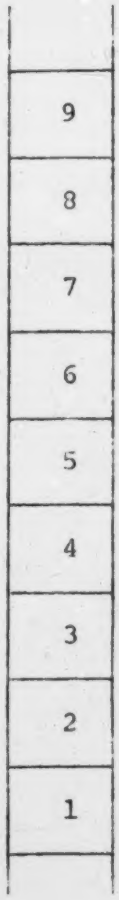
3. Where on the ladder would you say you will stand <u>five years from now</u>? Step number _____.

Looking at the ladder again, suppose your greatest hopes for your profession are at the top and your worst fears at the bottom.

4. Where would you put your profession on the ladder <u>at the present time</u>? Step number _____.

5. Where did your profession stand <u>one year before entering the program</u>? Step number _____.

6. And just as your best guess, where do you think your profession will be on the ladder <u>five years from now</u>? Step number _____.



(2) Professional Development (Criterion 2):

The graduates were asked to check the level of involvement with professional organizations by geographical distribution both before entering the program and after graduation on a five point scale.

Table 3 indicates a high level of shift towards average to high involvement and low level shift towards low to no involvement.

(3) Professional Involvement (Criterion 3).

In order to obtain information regarding the involvement of students with parent, other teachers in the school, community, etc., graduates were requested to check on five point scale to indicate their level of involvement before and after the training program.

Table 4 shows a high level of shift towards average to high involvement after the training program.

In addition to parent, teacher and community involvement six graduates indicated other involvement such as school supportive services, reading specialists, learning specialists, and interprofessional study groups. These other related involvement also were in the upward direction.

(4) Program Appraisal (Criterion 4);

There were twelve areas appraised in retrospect by the graduates. Table 5 indicates several trends such as
(a) the areas of community involvement, parent organizations, and workshops were considered extremely important on the job while the participants felt that these were not considered extremely important in the training program.

TABLE 3

PROFESSIONAL DEVELOPMENT

Before Entering Program

	none		low		aver.		moder		high		TR
	I	II	I	II	I	II	I	II	I	II	
1. local	7	35%	5	25%	5	25%	2	10%	1	5%	20
2. state	3	40%	7	35%	3	15%	1	5%	1	5%	20
3. national	7	37%	8	42%	1	5%	2	11%	1	5%	19
4. international	15	75%	4	20%	1	5%	0	0%	0	0%	20

After Graduation

	none		low		aver.		moder		high		TR
	I	II	I	II	I	II	I	II	I	II	
1. local	4	19%	2	10%	5	24%	5	24%	5	24%	21
2. state	3	15%	4	20%	8	40%	3	15%	2	10%	20
3. national	4	20%	5	25%	5	25%	3	15%	3	15%	20
4. international	14	70%	3	15%	1	5%	1	5%	1	5%	20

TABLE 4

PROFESSIONAL INVOLVEMENT

	Before Entering Program																					
	none		low		aver.		moder		high		TR	After Graduation										
	I	II	I	II	I	II	I	II	I	II		none I	II	low I	II	aver I	II	moder I	II	high I	II	TR
1. parents	5	25%	5	25%	7	35%	0	0%	3	15%	20	0	0%	1	5%	5	26%	6	32%	7	37%	19
2. teachers	1	5%	3	15%	8	40%	3	15%	5	25%	20	0	0%	0	0%	1	5%	8	42%	10	53%	19
3. community	2	10%	6	30%	8	40%	1	5%	3	15%	20	0	0%	5	26%	3	16%	6	32%	5	26%	19
4. any other (specify)	0	0%	2	33%	2	33%	1	17%	1	17%	6	0	0%	0	0%	0	0%	2	33%	4	67%	6

TABLE 5

PROGRAM APPRAISAL

	Importance in Program										Importance on Job									
	extremely unimportant		below average importance		average importance		above average importance		extremely important		TR	extremely unimportant		below average importance		average importance		above average importance		extremely important		TR
1. Foundation courses	0	0%	4	21%	9	47%	3	16%	3	16%	19	4	21%	4	21%	9	47%	1	5%	1	5%	19
2. Method courses	0	0%	2	9%	5	24%	9	43%	5	24%	21	1	5%	1	5%	5	25%	3	15%	10	50%	20
3. Early Childhood courses	0	0%	3	14%	3	14%	7	32%	[illegible]	[illegible]	22	1	5%	3	15%	2	10%	4	20%	10	50%	20
4. Exceptional Child courses	0	0%	2	10%	2	10%	7	35%	[illegible]	45%	20	0	0%	0	0%	4	21%	4	21%	11	58%	19
5. Disadvantaged Child courses	0	0%	2	10%	3	15%	4	20%	11	55%	20	0	0%	3	15%	6	30%	4	20%	7	35%	20
6. Fieldwork	0	0%	1	5%	2	10%	3	14%	15	71%	21	0	0%	1	5%	1	5%	3	15%	15	75%	20
7. Seminar	3	14%	3	14%	10	48%	3	14%	2	10%	21	4	20%	2	10%	11	55%	2	10%	1	5%	20
8. Conferences	2	10%	4	20%	6	30%	4	20%	4	20%	20	2	11%	4	21%	6	32%	4	21%	3	16%	19
9. Field trips	1	6%	4	22%	9	50%	2	11%	2	11%	18	1	6%	3	18%	7	41%	2	12%	4	24%	17
10. Workshops	3	14%	2	10%	8	38%	4	19%	4	19%	21	3	15%	1	5%	6	30%	6	30%	4	20%	20
11. Community involvement	4	20%	6	30%	6	30%	2	10%	2	10%	20	1	5%	1	5%	5	26%	6	32%	6	32%	19
12. Parent organizations	5	25%	8	40%	3	15%	3	15%	1	5%	20	0	0%	3	16%	6	32%	4	21%	6	32%	19

(b) the participants were in agreement with the importance of courses in the field of early childhood, exceptional child, disadvantaged child, and fieldwork as they considered these extremely important in the training program as well as on the job.
(c) foundation courses were not considered as extremely important on the job to what they felt were considered important during the training program.
(d) method courses are considered to be more important on the job. However, students made footnotes that the method courses they have had on campus were not adequate to fulfill the need.
(e) the areas of conference, seminar and field trips were considered of average importance.

In conclusion it seems that the students felt great need for work in community involvement, parent organizations and workshops and felt that the program had provided adequate work in early childhood, exceptional child education and fieldwork.

(5) Educational Content Appraisal (Criterion 5):

Six content areas (cognitive, perceptual and motor development, communication skills, emotional and social development, behavior modification, and rapport were rated on five point scale. Table 6 indicates the following trends:
(a) a significantly high number (13 to 3) of participants indicated activities (direct and indirect thought, symbols, and sensory stimulation) were extremely important.
(b) all areas of perceptual and motor development (eye-hand coordination, visual discrimination, auditory discrimination, and kinesthetic awareness) were considered extremely important.

TABLE 6

EDUCATIONAL CONTENT APPRAISAL

	Perceived Importance*						
	#1	#2	#3	#4	#5	NR	Mean
1. Cognitive							
A. Dir. thght. act.	0	1	2	1	17	0	4.62
B. N-Dir. thght. act.	0	0	4	7	10	0	4.29
C. Symbols	1	0	5	4	11	0	4.14
D. Sens. stim.	0	0	3	7	11	0	4.38
E. Health, nutr.	0	2	3	12	4	0	3.86
2. Perceptual/Motor Development							
A. Eye-hand coor.	0	0	2	5	14	0	4.57
B. Vis. discrim.	0	0	1	4	16	0	4.71
C. Audit. discrim.	0	0	1	3	17	0	4.76
D. Kinesthetic	0	1	3	3	13	1	4.19
3. Communication Skills							
A. Verbalization	0	0	1	4	16	0	4.71
B. Self-expression	0	0	3	8	10	0	4.33
C. Ling. skills	0	0	3	5	13	0	4.48
4. Emotional and Social Development							
A. Coop. w/peers	0	0	3	3	15	0	4.57
B. Assumes respon.	0	0	4	7	10	0	4.29
C. Sublimates anger	0	0	4	5	12	0	4.38

* *1-extremely unimportant, 2-below average importance, 3-average importance, 4-above average importance, and 5-extremely important

EDUCATIONAL CONTENT APPRAISAL (cont'd)

	Perceived Importance						
	#1	#2	#3	#4	#5	NR	Mean
5. Behavior Modification							
A. Positive reinf.	0	0	2	3	16	0	4.67
B. Negative reinf.	6	5	4	4	1	1	2.33
C. Punishment	5	5	6	2	2	1	2.43
D. Immed. reinf.	0	1	3	1	15	1	4.29
E. Syst. reinf.	0	1	2	4	13	1	4.24
F. No reinf.	13	0	4	2	1	1	1.81
6. Rapport							
A. Informal dress	0	1	6	6	8	0	4.00
B. Phys. contact	0	1	1	8	11	0	4.38
C. Dir. eye contact	0	0	1	5	15	0	4.67
D. Any other	0	0	0	1	7	13	1.86

(c) the areas of communication skills (verbalization, self-expression and linguistic performance) were also considered extremely important.
(d) elements related to emotional and social development (cooperation with peers, assumes responsibility, sublimates anger) were also considered extremely important.
(e) the activities related to behavior modification (positive reinforcement, immediate reinforcement, and systematic reinforcement were considered extremely important. However, the areas of negative reinforcement, punishment, and no reinforcement were considered relatively extremely unimportant.
(f) procedures for establishing rapport (informal dress--mobility and flexibility, physical contact with children, direct eye contact with children) were considered extremely important.
(g) participants also suggested procedures for establishing rapport by their comments such as "listening to them, calling their attention to teacher's mistakes, talking freely about feelings, learning their language, avoiding moralizing . . . ," enjoy working with children, being honest with children, informal classroom setting, one-to-one conferences, use of child-study technique, have some provisions to let the children do their own things, teacher displaying warmth, calm, and firmness.

In conclusion, all areas were considered important except the idea of no reinforcement at all.

Conclusions Based on Information Gathered on Observation and Interview Follow-Up Questionnaire (2)

Out of twenty-five, twenty-four graduates were observed by a research associate on site. One graduate was unable to participate in the study due to being on maternity leave. General

observation of site and personal contact with graduates revealed the following information:

(1) At the time of site visit (October-December, 1973) out of twenty-four graduates eighteen were working with children directly in the classroom, one had established his private remedial center, one was working with model cities program, one with drug abuse center, one with day care and one with migrant children as a supervisor. It was also revealed that all but one were directly involved with children and had chosen the area in general for which training program was developed.

(2) Table 7 indicates that all but two groups (one Black and one White) had no racial mix. It was also revealed during observation period that about five years ago only 10% of these cities had racial mix. All students were positive about the training component which had included the study of cultural pluralism. It was quite suggestive through their general comments that everyone wanted to become more acquainted with the dynamics of cultural pluralism.

(3) All graduates agreed that the groups of children with whom they have worked or are working could well be described as heterogeneous. Table 8 indicates that all 24 graduates had in their classrooms at one time or another children representative of conventional categories. The general comments also favor including more work with children displaying learning and behavior problems as well as gifted in the regular classroom.

(4) Twenty students wanted an opportunity to return to classes such as seminars to give description of their job and point out negative aspects as well as positive aspects involved.

TABLE 7

Race Distribution

Site	Blacks	Whites	Site	Blacks	Whites
1.	14%	86%	13.	12.5%	87.5%
2.	43%	57%	14.	45%	55%
3.	60%	40%	15.	13%	87%
4.	23%	77%	16.	100%	None
5.	25%	75%	17.	14%	86%
6.	20%	80%	18.	20%	80%
7.	14%	36%	19.	None	32%
8.	100%	None	20.	No Response	No Response
9.	None	100%	21.	39%	61%
10.	2%	98%	22.	20%	80%
11.	None	80%	23.	30%	70%
12.	50%	50%	24.	15%	85%

TABLE 8

Grouping

	B	C	D	E	F	G	H	A
	Mentally Retarded	Emotionally Disturbed	Gifted	Speech	Hearing	Visual	Physical	Hetero-geneous
1		x	x	x	x	x	x	x
2	x	x	x	x		x		x
3	x				x			x
4		x				x		x
5								x
6								x
7				x			x	x
8								x
9		x				x		x
10		x	x				x	x
11		x	x					x
12						x	x	x
13	x	x	x	x	x	x	x	x
14	x	x		x				x
15	x							x
16			x	x	x	x		x
17		x		x			x	x
18		x					x	x
19								NR
20								x
21		x		x	x	x	x	x
22		x						x
23	x	x		x	x	x	x	x
24					x	x		x

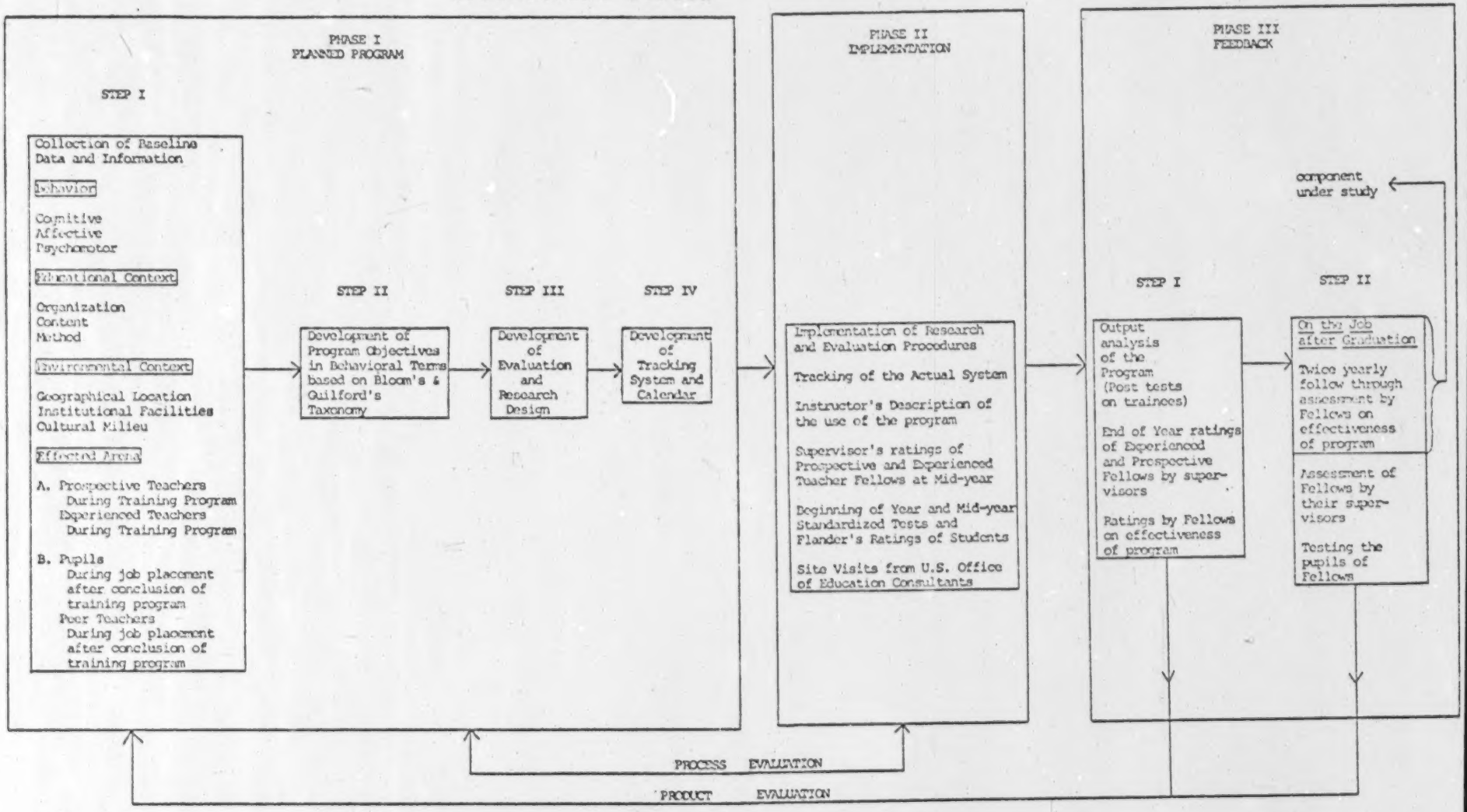
(5) Eight graduates' comments included that training programs, particularly for prospective teachers, must include some realistic basics such as what to do on the first day of school, what to do when a child throws up, etc. It seems there is an initial shock factor present for new teachers that is not softened by the fieldwork or internship. For example, most of the internship only involved limited tasks of activities with small groups. More help is needed in areas of how to deal effectively within a large group and also individualization of learning with limited materials, etc.

(6) It seemed that the Liberal Arts major utilized their undergraduate background effectively in the classroom such as theater arts. One graduate mentioned that teachers should know how to project their voice, change their tone, etc., and stage themselves and their children when necessary. Another graduate found her music background quite useful in working with emotionally disturbed children. Five graduates with background in the behavior modification technique described themselves more confident in their classroom.

(7) Twelve graduates indicated problems in reading area with their children. They expressed their desire to acquaint themselves in this area.

(8) Fifteen graduates suggested to know more about and develop listening skills among teacher and children. Provide more self-awareness, interaction, and communication skills in the training program. Self-understanding ought to be a prerequisite of any understanding of children.

OPERATIONAL SYSTEM FOR EVALUATION*


PHASE I
PLANNED PROGRAM
STEP I
Collection of Baseline Data and Information
Behavior
Cognitive
Affective
Psychomotor
Educational Context
Organization
Content
Method
Environmental Context
Geographical Location
Institutional Facilities
Cultural Milieu
Effected Area
A. Prospective Teachers
During Training Program
Experienced Teachers
During Training Program
B. Pupils
During job placement after conclusion of training program
Peer Teachers
During job placement after conclusion of training program
STEP II
Development of Program Objectives in Behavioral Terms based on Bloom's & Guilford's Taxonomy
STEP III
Development of Evaluation and Research Design
STEP IV
Development of Tracking System and Calendar
PHASE II
IMPLEMENTATION
Implementation of Research and Evaluation Procedures
Tracking of the Actual System
Instructor's Description of the use of the program
Supervisor's ratings of Prospective and Experienced Teacher Fellows at Mid-year
Beginning of Year and Mid-year Standardized Tests and Flander's Ratings of Students
Site Visits from U.S. Office of Education Consultants
PHASE III
FEEDBACK
component under study
STEP I
Output analysis of the Program (Post tests on trainees)
End of Year ratings of Experienced and Prospective Fellows by supervisors
Ratings by Fellows on effectiveness of program
STEP II
On the Job after Graduation
Twice yearly follow through assessment by Fellows on effectiveness of program
Assessment of Fellows by their supervisors
Testing the pupils of Fellows
PROCESS EVALUATION
PRODUCT EVALUATION

*Singh's Modified Version of EPIC Model

APPENDIX B

UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF EDUCATION
Tampa, Florida

EARLY INTERVENTION PROGRAM

GRADUATE (1970-1973) OBSERVATION AND INTERVIEW FOLLOW-UP QUESTIONNAIRE

I. Interview Descriptive Data

1. Graduate Name _____
2. Place _____
3. Date _____ Time: From _____ To _____
4. Number of children present _____

II. Environmental Context of Target Performance

1. City _____
2. School/Agency _____
3. Facilities:
   - A. Classroom _____ Design _____
   - B. Other _____
   - C. Descriptive Comments _____
     _____
4. Organization:
   - A. Pupil ages/grades _____
   - B. Black _____ White _____ Mixed _____
   - C. Rural _____ Urban _____ Mixed _____
   - D. Migrant _____
5. Groupings:
   - A. Heterogeneous _____
   - B. Mentally Retarded _____
   - C. Emotionally Disturbed _____
   - D. Gifted _____
   - E. Speech _____
   - F. Hearing _____
   - G. Visual _____
   - H. Physical _____
   - I. Other _____

III. Interview Questions

1. Are there any materials, methods, or techniques which you have tried which were especially successful?

2. Have you experimented with or thought of any new or unique ideas which were not part of the training program?

3. Have you identified any materials, methods, or techniques that are less effective than you expected?

IV. Teacher/Pupil Observation

Teacher	Pupil	
		1. Cognitive:
_____	_____	A. Directed thought activities (problem-solving, following directions, persevering)
_____	_____	B. Non-directed thought activities (fantasizing, free association, role playing)
_____	_____	C. Symbols (words, mathematical concepts, signs)
_____	_____	D. Sensory stimulation (color, shape, size, texture, spatial, temporal, and function relationships)
_____	_____	E. Health, nutrition, and personal grooming (knowledge and practice)
		2. Perceptual and Motor Development:
_____	_____	A. Eye-hand coordination
_____	_____	B. Visual discrimination
_____	_____	C. Auditory discrimination
_____	_____	D. Kinesthetic awareness of position in space (directionality, lateriality, balance, locomotion, receipt and propulsion skills)
		3. Communication Skills:
_____	_____	A. Verbalization (needs, problem-solving procedures, emotions)
_____	_____	B. Self-expression (creativity, music, art, movement)
_____	_____	C. Linguistic skills (communication with adults and older children)

IV. Teacher/Pupil Observation

Teacher	Pupil	
		4. Emotional and Social Development:
_____	_____	A. Cooperation with peers (games, activities, possessions)
_____	_____	B. Assumes responsibility (actions, others, objects)
_____	_____	C. Sublimates anger and/or channels frustration toward positive reactions
		5. Behavior Modification:
_____	_____	A. Positive reinforcement
_____	_____	B. Negative reinforcement
_____	_____	C. Punishment
_____	_____	D. Immediate reinforcement
_____	_____	E. Systematic reinforcement
_____	_____	F. No reinforcement
		6. Procedures for Establishing Rapport with Children:
_____	_____	A. Informal dress (mobility and flexibility)
_____	_____	B. Physical contact with children
_____	_____	C. Direct eye contact with children
_____	_____	D. Any other (specify) _____
		_____

IV. Teacher/Pupil Observation (cont'd)

Teacher	Pupil	
		7. Personal Characteristics of Teacher:
_____	_____	A. Enthusiasm
_____	_____	B. Confidence
_____	_____	C. Self-control
_____	_____	D. Prejudice
_____	_____	E. Any other (specify) _____

_____

8. General Comments Related to Observation:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX C

UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF EDUCATION
TAMPA, FLORIDA

EARLY INTERVENTION PROGRAM

GRADUATE (1970-73) FOLLOW-UP SCALE

This scale concerns feedback from you on your professional aspirations, professional development, professional involvement, program appraisal, and content appraisal. Please answer all applicable questions as candidly as possible. If you are unemployed at the present time, most of the questions will apply to your most recent employment in education.

Please note for us that on a 1-5 scale, "1" has no negative connotation and "5" has no positive connotation. We are interested in sampling the realities. Your real appraisal will facilitate further development of programs related to the education of young children.

We appreciate your time and effort and will send you a copy of the completed report as soon as it is completed. Please return this questionnaire to the Early Intervention Program in the envelope provided by NOVEMBER 7.

Surendra P. Singh, Ed.D.
Associate Professor
College of Education
University of South Florida
Tampa, Florida 33620

September, 1973

I. PROFESSIONAL ASPIRATIONS

Here is a picture of a ladder. Suppose that the top of the ladder (step 9) represents the best possible employment situation for you, and the bottom (step 1) represents the worst possible employment situation.

1. Where on the ladder do you feel you personally stand at the present time? Step number _____.

2. Where on the ladder would you say you stood one year before entering the program? Step number _____.

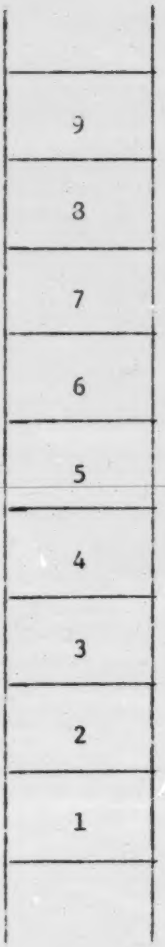
3. Where on the ladder would you say you will stand five years from now? Step number _____.

Looking at the ladder again, suppose your greatest hopes for your profession are at the top and your worst fears at the bottom.

4. Where would you put your profession on the ladder at the present time? Step number _____.

5. Where did your profession stand one year before entering the program? Step number _____.

6. And just as your best guess, where do you think your profession will be on the ladder five years from now? Step number _____.



II. PROFESSIONAL DEVELOPMENT

Directions: Please check your level of involvement with professional organizations (by geographical distribution) both before entering the program and after graduation (1-none, 2-low, 3-average, 4-moderate, 5-high).

	Before Entering Program					After Graduation				
	none	low	aver.	moder.	high	none	low	aver.	moder.	high
1. local										
2. state										
3. national										
4. international										

III. PROFESSIONAL INVOLVEMENT

Directions: Please check your level of involvement with the following groups both before entering the program and after graduation.

	Before Entering Program					After Graduation				
	none	low	aver.	moder.	high	none	low	aver.	moder.	high
1. parents										
2. teachers										
3. community										
4. any other (specify)										

IV. PROGRAM APPRAISAL

Directions: During the training program you were involved in the areas listed below. Each area has two parts (Importance in Program and Importance on Job). Please check both parts for each area on a 1-5 scale (1-extremely unimportant, 2-below average importance, 3-average importance, 4-above average importance, and 5-extremely important).

	Importance in Program					Importance on Job				
	extremely unimportant	below average importance	average importance	above average importance	extremely important	extremely unimportant	below average importance	average importance	above average importance	extremely important
1. Foundation courses										
2. Method courses										
3. Early Childhood courses										
4. Exceptional Child courses										
5. Disadvantaged Child courses										
6. Fieldwork										
7. Seminar										
8. Conferences										
9. Field trips										
10. Workshops										
11. Community involvement										
12. Parent Organizations										

V. EDUCATIONAL CONTEXT OF TARGET PERFORMANCE -CONTENT APPRAISAL

Directions: Listed below are various content areas associated with early intervention programs. Based on your direct or indirect professional experiences with children since graduation, please appraise the following by circling a number on the 1-5 scale (1-extremely unimportant, 2-below average importance, 3-average importance, 4-above average importance, 5-extremely important).

1. Cognitive:

1 2 3 4 5 A. Directed thought activities (problem-solving, following directions, persevering)

1 2 3 4 5 B. Non-directed thought activities (fantasizing, free association, role playing)

1 2 3 4 5 C. Symbols (words, mathematical concepts, signs)

1 2 3 4 5 D. Sensory stimulation (color, shape, size, texture, spatial, temporal, and functional relationships)

1 2 3 4 5 E. Health, nutrition, and personal grooming (knowledge and practice)

2. Perceptual and Motor Development:

1 2 3 4 5 A. Eye-hand coordination

1 2 3 4 5 B. Visual discrimination

1 2 3 4 5 C. Auditory discrimination

1 2 3 4 5 D. Kinesthetic awareness of position in space (directionality, lateriality, balance, locomotion, receipt and propulsion skills)

3. Communication Skills:

1 2 3 4 5 A. Verbalization (needs, problem-solving procedures, emotions)

1 2 3 4 5 B. Self-expression (creativity, music, art, movement)

1 2 3 4 5 C. Linguistic skills (communication with adults and older children)

V. TEACHER CONTENT APPRAISAL (cont'd)

4. Emotional and Social Development:

1 2 3 4 5 A. Cooperation with peers (games, activities, possessions)

1 2 3 4 5 B. Assumes responsibility (actions, others, objects)

1 2 3 4 5 C. Sublimates anger and/or channels frustration toward positive reactions

5. Behavior Modification:

1 2 3 4 5 A. Positive reinforcement

1 2 3 4 5 B. Negative reinforcement

1 2 3 4 5 C. Punishment

1 2 3 4 5 D. Immediate reinforcement

1 2 3 4 5 E. Systematic reinforcement

1 2 3 4 5 F. No reinforcement

6. Procedures for Establishing Rapport with Children:

1 2 3 4 5 A. Informal dress (mobility and flexibility)

1 2 3 4 5 B. Physical contact with children

1 2 3 4 5 C. Direct eye contact with children

1 2 3 4 5 D. Any other (specify)_____

_____

APPENDIX D

Letter of Introduction

September 26, 1973

Dear :

The staff of the Early Intervention Program (an emerging program from previous Potentially Handicapped and Varying Exceptionalities Projects) is pleased to renew communications with you once again. Even though you have graduated and may now be employed in the field, you still play an important part in our on-going planning and evaluation. As feedback from you can help us more clearly determine your needs and ways of facilitating our mutual professional objectives, we propose to conduct site visits with graduates between October 8 and 31. At the time of this visit, a staff member will deliver a brief questionnaire in addition to talking with you personally. Be assured that any information you designate as confidential will be classified in that manner.

It would facilitate our scheduling plans for you to let us know a convenient time to meet with you. We would appreciate it if you would use the enclosed form and return it in the envelope provided or call our office (974-2100, Ext. 212) by October 7.

A copy of the final report will be sent to you. The final report will also be forwarded to the U.S. Office of Education and may be utilized by other institutions conducting similar programs. Thus, your assistance will provide long-range as well as immediate evaluative support.

We look forward to meeting with you soon and will be happy to offer any assistance our staff may be able to provide.

Sincerely yours,

S. P. Singh
Associate Professor
Project Director

lb
enclosures

APPENDIX E

Appointment Schedule

NAME _____

PLEASE CIRCLE THE DATE(S) BELOW AND CHECK THE HOUR(S) UNDER THE RESPECTIVE DATE(S) WHICH WOULD BE CONVENIENT FOR A SITE VISIT.

OCTOBER 8-31, 1973

	M 8	T 9	W 10	R 11	F 12	M 15	T 16	W 17	R 18	F 19	M 22	T 23	W 24	R 25	F 26	M 29	T 30	W 31
8:00																		
9:00																		
10:00																		
11.00																		
12:00																		
1:00																		
2:00																		
3:00																		
4:00																		
5:00																		

PLEASE RETURN THIS FORM IN THE RETURN ENVELOPE BY OCTOBER 7, 1973.

THE DATE AND TIME OF THE SITE VISIT WILL BE CONFIRMED BY MAIL OR PHONE.